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ABSTRACT

Presented are guidelines for developing an individualized program and services plan, an individual implementation plan, and daily activity and strategy plans for handicapped students. Instructions are outlined for utilizing forms related to planning and implementation of individualized education programs. Appended are sample forms. (SBH)

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M A N U A L

FOR

PREPARING INDIVIDUALIZED EDUCATION PROGRAMS

MOBILE COUNTY PUBLIC SCHOOL SYSTEM

Special Education Inservice

May, 1977

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MOBILE COUNTY PUBLIC SCHOOLS
Special Education Department

GUIDELINES FOR PREPARING WRITTEN INDIVIDUALIZED EDUCATION PROGRAM PLANS FOR SPECIAL EDUCATION PUPILS

I. DESCRIPTION OF PLANNING LEVELS AND FORMS

There are three levels of the Individualized Education Program Plan (IEP) for each handicapped pupil:

1.) Total Individualized Program and Services Plan
2.) Individual Implementation Plan
3.) Daily Activity and Strategy Plans

All levels of the IEP should be an ongoing, flexible response to the changing needs of the handicapped pupil.

Level 1 - is reviewed and updated at least annually
Level 2 - is reviewed and updated at least quarterly
Level 3 - is reviewed and updated at least weekly in light of pupil performance.

A. Total Individualized Program and Services Plan (Form No. SPE, IEP-01)

Developed by the evaluating psychometrist and local school Admissions, Review and Dismissal Committee personnel, this level of the plan must include:

- present level of educational performance;
- extent to which pupil will participate in the regular school program;
- specific educational services to be provided, including type of physical education program;
- statement of any special instructional media or materials needed;
- projected date for initiation and expected duration of services;
- annual goals and short-term objectives;
- objective criteria and evaluation procedures;
- schedule and procedures for review (at least annually);
- a list of individuals responsible for implementing the IEP.

The Total Program and Services Component (IEP) is reviewed by parent(s) and, when appropriate, the handicapped pupil, and approved by them before implementation.

B. Annual Update for Total Service Component: Individualized Education Program (Form No. SPE, IEP-02)

This form is provided as a means of updating and revising the annual goals and quarterly objectives portion of the IEP without reproducing the parts of the program which probably will remain unchanged until the next psychometric reevaluation of the handicapped pupil. It is essentially the same as the second page of the Total Service and Program Plan and is completed in the same manner on an annual basis (late April or early May) by local school personnel responsible for program implementation. It is reviewed and approved by parent(s), the pupil (if appropriate), and local school ARDC prior to implementation.

C. Individual Implementation Plan (Form No. SPE, IEP-03)

This plan flows out of the Total Individualized Program and Services Plan and is developed by the individual implementers of the IEP (usually the pupil's special and regular class teachers, assisting special teachers, therapists and parents or guardians). Review of the Individual Implementation Plan is ongoing and continuous and is reported to parent(s) at the end of each quarterly reporting period. Objectives are derived from the goals and objectives of the Total Individualized Services Component (IEP) and are simply a sequential breakdown of these.

D. Daily Activity and Strategy Plans

Daily objectives and activities in the daily lesson plan are derived from the Individual Implementation Plan. They may be developed in the teacher(s) daily lesson plan book(s) and/or on the optional form included in this manual for use in the pupil's individual daily activity folder. (Form No. SPE, IEP-04)

Pupils with similar needs and objectives may be grouped for instruction, and group objectives noted in daily lesson plans. The Mobile Reading Plan Sub-Grouping

Chart is one method of determining and recording instructional groupings for individual learners. Similar matrices may be developed in all subject areas. When pupils are grouped for instruction, a list of groups with pupil names should be included in the daily lesson plan book, on a grouping matrix, or each pupil's group number may be recorded in his daily activity folder.

Large group instruction is appropriate if lessons are planned to cover the range of learner needs and objectives within the group. The way in which group instruction is planned to meet each pupil's individual learning objectives should be briefly recorded in the daily activity plan.

II. INSTRUCTIONS FOR PREPARING INDIVIDUALIZED EDUCATION PROGRAM PLANS

A. Total Individualized Program and Services Plan (Form No. SPE, IEP-01 (Yellow)

1. This form will be initiated by the psychometrist from data obtained from his/her evaluation and reports submitted to Child Guidance Center by the local school, i.e. adaptive behavior rating, vision and hearing screening, speech/language and medical evaluations and referral form. Classroom observation by psychometrist or other authorized personnel may also be utilized. The psychometrist completes all portions of the Total Service Component (IEP) with the exception of the following sections:

   - Prescriptive Plan (Prioritized Annual Goals and Quarterly Enabling Objectives)
   - Evaluation Procedures and Schedules
   - Names of Personnel Responsible for Implementation of the IEP.

   Both copies will be sent to the referring school along with the report of psychometric evaluation.

2. The local school Admissions Review and Dismissal Committee (ARDC) will then review the plan and accept, amend or revise it as deemed appropriate. The local school ARDC, including personnel who will implement the proposed plan, will then develop annual goals and quarterly objectives, evaluation procedures and evaluation schedule; and will designate names and job titles of program implementers. When the plan is accepted as complete, the Committee and parent(s) sign it to indicate approval. The Total Service Plan is then filed in the pupil's Cumulative Record folder.

3. The Total Service Plan and Individual Implementation Plan must be completed within thirty days of special education placement. The psychometrists' portion

of the Total Service Component (IEP) will be developed along with the psychometric evaluation report, and will therefore be completed prior to special education placement, in initial evaluations.

4. Reports of vision screening, hearing screening, speech/language evaluation and medical evaluation will be summarized on the IEP form by the psychometrist if these reports have been sent to Child Guidance Center with the referral form. If not, the local school committee must enter these summaries when the plan and psychometric evaluation report are sent to the school from Child Guidance Center.
5. Psychometrists will summarize psychological and educational evaluations done by Child Guidance personnel. Local school personnel may add additional educational assessment data.
6. Adaptive behavior information will be obtained from a rating scale completed by parents and teachers at the time of referral.
7. Relative strengths and weaknesses in light of the child's overall ability level will be determined and recorded by the psychometrist.
8. Educational program and services will be recommended without regard to present availability as stipulated by federal regulations for implementation of PL 94-142.
9. Reasons must be stated when it is deemed necessary to place a pupil outside of a regular classroom setting.
10. Child Guidance Center Personnel are developing a manual of intervention strategies for local school distribution. Intervention strategy recommendations will be keyed to this manual and fully explained therein.
11. In case of disagreement over the IEP the examining psychometrist or the appropriate special education supervisor may be requested to meet with the local school ARDC.
12. When Total Service Component is completed and approved by ARDC, the second copy

is sent to the Coordinator of Special Education.*

B. Annual Update for Total Service Component, IEP (Form No. SPE, IEP-02 Green)

1. This annual update form is used by the ARDC to revise annual goals and quarterly objectives in years when the pupil has not received a psychometric reevaluation and resulting Total Service Plan update.
2. In late April, program implementers should go over the Total Service Plan from the pupil's Cumulative Record folder to make sure that all objectives and goals achieved are so marked.
3. The ARDC and program implementers formulate the following year's goals and enabling objectives from the status of the current Total Service Plan and Individual Implementation Plans. From this information, the committee will be able to tell if goals and objectives were unrealistically high or low or if instructional methods have been inappropriate or inadequate, and make necessary adjustments.
4. The educational plan update should be: approved by the parent(s); one copy sent to the Special Education Coordinator to be attached to the complete Total Service Plan in the pupil's Child Guidance Center folder; and one copy attached to the Total Service Plan in the Cumulative Record folder at the school. The Annual Update to the Total Service Plan is completed in May.

C. Individual Implementation Plan (Form No. SPE, IEP-03 White)

1. This form is prepared by implementers from Total Service Plan goals, objectives and recommendations with input from parents.
2. It is approved and signed by principal or his designee who serves as chairperson of the local school Admissions, Review and Dismissal Committee.
3. Behavioral objectives from the Total Plan may be broken into sequential inter-

* First copy is attached to report of psychological testing and returned to Child Guidance Center if pupil leaves the Mobile County Public School System.

mediate objectives by further assessment and/or by task analysis. A supplementary form is available for optional use in task analysis (Form SPE, IEP-05).* All program objectives should state what the pupil will be able to do in performance or behavioral terms.

4. Curriculum areas appropriate for instructional objectives vary with the type of program.

   a. Speech Therapy: speech production and language development.

   b. Specific Learning Disabilities: primarily concerned with communication skills and/or math.

   c. TMR Program is entirely self-contained and covers the following areas:

      I. Self Care

      II. Sensori Motor (Includes P. E. and leisure activities)

      III. Arts and Crafts (Includes music)

      IV. Arithmetic

      V. Social/Personal Adjustment

      VI. Perceptual Skills

      VII. Home/Ocupaticnal Skills

      VIII. Language and Communication Skills (Includes functional reading)

   d. The SMR Program Areas are selected from the TMR Areas as appropriate for the individual pupil.

   e. Other Special Education Programs are more likely to have the total program provided or available within the special classroom, although selective part-time regular class placement (mainstreaming) is employed as individual pupils are assessed to be ready. Curriculum areas covered in these programs are:

      I. Communication Skills

         A. Reading

*Developed by Dr. Terry Cronis, University of South Alabama

B. Oral Language Usage

1. Applied Grammar

2. Speech

C. Written Language Usage

1. Applied Grammar

2. Spelling

3. Handwriting

II. Arithmetic

III. Social Studies

A. Social/Personal Development and Adjustment

B. Practical Knowledge in Social Studies

IV. Applied Science and Health

V. Physical Education

VI. Arts

A. Music

B. Arts and Crafts

VII. Prevocational and Vocational Skills

A. Work Habits

B. Occupational knowledge and skills

5. Under Curriculum Area, the skill level within the area at which the pupil is presently working is recorded. The behavioral objective should be directed toward this skill level and toward the next sequential step(s) in the curriculum area. The Mobile County Public Schools Reading Plan skills and sequential math skills list, as well as Key Math skills, local curriculum guides and scope and sequence, and State Special Education Curriculum Guides are available to help in determining sequential objectives.

6. Record date objective begun and date achieved or mastered (as measured by established criteria) for each objective.
7. Individual implementation plans will be routinely made for special education pupils in May after the Total Program and Services Plan has been reviewed and updated by the ARDC and program implementers. This will insure that each pupil has an Individual Implementation Plan when school begins which has been prepared by implementers who have worked with the pupil closely. The individual Implementation Plan Component of the IEP will take the place of the Special Education Assessment form previously used each May.
8. Teachers developing individual implementation plans for the upcoming year should suggest materials and strategies for intervention or instruction which they have found to be successful with each pupil. In most cases, these will be materials and strategies which utilize modality strengths to advance skill levels as well as materials and strategies designed to remediate modality weaknesses.
9. Plan developers should leave some space for next year's teachers to add new skill level objectives as previous ones are mastered. The amount of space will be determined by previous or expected rate of progress.

   Additional forms will be available should the pupil advance more rapidly than expected. When this occurs, a new plan is formulated, signed, by parent and principal or his designee, and used as the next quarter's report card.
10. Any un-completed objectives remaining on the pupil's plan in May should be incorporated into the following year's plan for further attention. An exception to this may be made if a reevaluation has shown or Admission, Review and Dismissal Committee personnel have concluded that previous objectives were

unrealistically high for the pupil.

Partial achievement of objectives should be noted in the quarterly evaluation column, by a rating of progress.

11. As noted on the form, the distribution of 3 copies of individual implementation plans is as follows:

    Copy 1 - Parent(s) copy. Given to parent as soon as plan is approved.

    Copy 2 - Teacher's copy. When pupil changes schools or completes plan, filed in Cumulative Record folder.

    Copy 3 - Progress Report to Parent Copy. Sent to parent(s) quarterly as a report card. Essentially the same as teacher copy and may be prepared with carbon.

12. When the pupil leaves Mobile County Public School System, teacher's copy of this form is filed in the Cumulative Record folder.

SPE
IEP-01

MOBILE COUNTY PUBLIC SCHOOLS
Special Education Department

DATE: _____

TOTAL SERVICE COMPONENT: Individualized Education Program for: _____ D.O.B. _____

SCHOOL _____ Grade &/Program _____ Student Number _____

PRESENT LEVEL OF FUNCTIONING:

Vision Screening:	Hearing Screening:	Speech/Language Evaluation;	Medical Evaluation:
Date			
Findings			
Examiner			

PSYCHOLOGICAL EVALUATION(S): (report of most recent attached)

Test or Technique Used	Date	Results

EDUCATIONAL ASSESSMENT(S): (report of most recent attached)

Test or Technique Used	Date	Results

ADAPTIVE BEHAVIOR:
Social Adaptation _____
Psychomotor Skills _____
Self-Care Skills _____
Prevocational/Vocational Skills _____

RELATIVE EDUCATIONAL STRENGTHS (Assets):

RELATIVE EDUCATIONAL WEAKNESSES (Deficits):

EDUCATIONAL PROGRAM AND SERVICE NEEDS (incl. type Phys. Ed. Program; regular program activities):

	Hrs. per wk.	Beginning	Projected Duration

REASONS LESS RESTRICTIVE PROGRAM NOT PRESENTLY POSSIBLE: _____

Intervention Strategy Recommendations _____

Description of special media essential for program implementation _____

PRESCRIPTIVE PLAN (Prioritized Annual Goals and Quarterly Enabling Objectives):

GOALS AND ENABLING OBJECTIVES	Dates Proj. Begin	Proj. Mastery	GOALS AND ENABLING OBJECTIVES	Dates Proj. Begin	Proj. Maste
(A)			(E)		
1.			1.		
2.			2.		
3.			3.		
4.			4.		
(B)			(F)		
1.			1.		
2.			2.		
3.			3.		
4.			4.		
(C)			(G)		
1.			1.		
2.			2.		
3.			3.		
4.			4.		
(D)			(H)		
1.			1.		
2.			2.		
3.			3.		
4.			4.		

OBJECTIVE CRITERIA & EVALUATION PROCEDURES TO DETERMINE ACHIEVEMENT OF GOALS & OBJECTIVES: (Check & list)

Measurable academic & behavioral objectives & goals__; observe & record behavior changes against baseline data__; Pre & Post Testing__; Other (List & describe briefly) _____

Schedule for Determining Progress: Annual review by Admission Review & Dismissal Committee__; Formal Psychometric Reevaluation in accordance with Mobile & Alabama Special Education Plan Requirements__; Quarterly Review by Program Implementers__; Other recommended (List & describe briefly) _____

Personnel Responsible for Implementation of this Individualized Education Program (Name and Job Title): _____

APPROVED BY: ADMISSIONS, REVIEW & DISMISSAL COMMITTEE(Include Implementers)

Parent(s) _____ _____

_____ _____

Psychometrist _____ _____

Date of A.R.D. Committee Staffing _____ _____

Distribution:

Both copies to referring school with psychometric report. After ARD Committee staffing:

Copy 1 - To Cumulative Record folder

Copy 2 - To Special Education Coordinator

SPE
IEP-02

MOBILE COUNTY PUBLIC SCHOOLS
Special Education Department

ANNUAL UPDATE FOR TOTAL INDIVIDUALIZED SERVICES COMPONENT (IEP) for: _____ D.O.B. _____

SCHOOL _____ Grade &/Program _____ Student Number _____

PRESCRIPTIVE PLAN (Prioritized Annual Goals and Quarterly Enabling Objectives):

GOALS AND ENABLING OBJECTIVES	Dates Proj. Begin	Proj. Mastery
(A)		
1.		
2.		
3.		
4.		
(B)		
1.		
2.		
3.		
4.		
(C)		
1.		
2.		
3.		
4.		
(D)		
1.		
2.		
3.		
4.		

GOALS AND ENABLING OBJECTIVES	Dates Proj. Begin	Proj. Mastery
(E)		
1.		
2.		
3.		
4.		
(F)		
1.		
2.		
3.		
4.		
(G)		
1.		
2.		
3.		
4.		
(H)		
1.		
2.		
3.		
4.		

OBJECTIVE CRITERIA & EVALUATION PROCEDURES TO DETERMINE ACHIEVEMENT OF GOALS & OBJECTIVES: (Check & List)

Measurable academic & behavioral objectives & goals ___ : Observe & record changes against baseline data ___ ;Pre & Post Testing ___

Other (list & describe briefly) _____

Schedule for Determining Progress: Annual review by Admission, Review & Dismissal Committee ___ ;Formal Psychometric Reevaluation in accordance with Mobile & Alabama Special Education Plan Requirements ___ ; Quarterly Review by Program Implementers ___ ;Other recommended (List & describe briefly) _____

PERSONNEL RESPONSIBLE FOR IMPLEMENTATION OF THIS INDIVIDUALIZED EDUCATION (Name and Job Title): _____

APPROVED BY:

Parent(s) _____ ARDC & Implementers: _____

DATE OF A.E.D. Committee Staffing _____

Distribution: Copy 1 - To Cumulative Record folder in local school
Copy 2 - To Special Education Coordinator for Child Guidance Center folder

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SPE
IEP-03

MOBILE COUNTY PUBLIC SCHOOLS
Special Education Department

19__-19__Implementation Plan Component: Individualized Education Program for:_____

SCHOOL_____ GRADE/PROGRAM_____ STUDENT NUMBER_____ D.O.B._____

SIGNATURES:_____ PARENT(S)_____ TEACHERS_____
(Principal/Designee) &/or
THERAPISTS_____

Curriculum Area and Present Skill Level	Instructional Objectives (Should be measurable & keyed to deficits)	Dates Beg.	Dates Ach.	Proposed strategies, materials (Should be keyed to strengths)	Quarterly Evaluation of Instructional Outcomes

NOTE: THIS FORM HAS BEEN SHORTENED FOR THIS MANUAL. IT WILL ACTUALLY BE TWICE THIS LENGTH FROM TOP TO BOTTOM.

Distribution: Copy 1 - Parent(s) Copy. Confer with parents during plan development
Copy 2 - Teacher's Copy. When pupil changes schools or completes plan, file in Cumulative Folder
Copy 3 - Progress report copy. Updated with copies 2-4, and sent to parent(s) quarterly.

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21

INDIVIDUAL DAILY ACTIVITY & STRATEGY PLAN FOR: Week of:

Area:	Area:	Area	Area:
Area:	Area:	Area:	Area:

NOTE: This form is optional and may be used with or in lieu of group lesson plans with permission of the principal.

SPE
IEP-05

TASK ANALYSIS FOR INDIVIDUAL EDUCATIONAL PLAN *

STUDENT: _____ DATE BEGUN _____

TEACHER: _____

IMMEDIATE BEHAVIORAL OBJECTIVE _____

_____

CHECKLIST:

	P	T	DATE

*Developed by Dr. Terry Cronis
University of South Alabama

SPE
IEP-03

MOBILE COUNTY PUBLIC SCHOOLS
Special Education Department

1977-1978 Implementation Plan Component: Individualized Education Program for: Susan South

SCHOOL Middle GRADE/PROGRAM EMR STUDENT NUMBER D.O.B. C.A. 14-0

SIGNATURES: William Blue (ARDC Chrmn.) (Principal/Designee) PARENT(S) Sarah South, Samuel South TEACHERS &/or THERAPISTS Ann Green, Teacher; Robert Brown, Teacher; George White, Counselor

Curriculum Area and Present Skill Level	Instructional Objectives (Should be measurable & keyed to deficits)	Dates Beg.	Dates Ach.	Proposed strategies, materials (Should be keyed to strengths)	Quarterly Evaluation of Instructional Outcomes 1	2	Sem	3	4	Sem
Mathematics: Needs review and application of basic addition, subtraction + multiplication facts.	Recalls addition facts on demand (oral + written presentation (Comb. to 10)	9/1/77	9/10/77	Flash cards, drill contests with classmates on this level, math card games (teacher made).	S					
	Given two one digit numbers, computes sum	9/10/77	9/15/77		S					
	Given 1-digit + 2 digit no. computes sum (without regrouping)	9/16/77	9/21/77	Number line. Oral instruction with demonstration by teacher. Workbook (Sullivan) + teacher made problems.	S					
	Recalls subtraction facts (as above).	9/21/77	9/30/77		S					
	Given 1 digit numbers, subtracts to compute result	9/30/77	10/5/77		S					
	Given 2 digit numbers, subtracts to compute result without regrouping	10/5/77	10/10/77	Solve classroom related word problems.	S		S			
	Solves word problems requiring addition + subtraction of 1+2 digit numbers without regrouping	10/13/77	10/15/77		S					
	Solves addition + subtraction problems involving zero.	10/15/77	10/20/77		S					
	Will solve addition + subtraction problems requiring regrouping	10/20/77	11/30/77	Counters, materials to construct own multiplication table chart.		S				
	Will recall multiplication facts on demand w/ oral + written presentation	12/1/77	3/15	Drill + practice as above				S		
Basic Measurements	Will measure classroom items in inches, feet, yards + convert linear measures.	3/10	4/5	Tape measures, yard sticks. Comparison chart yd, ft., in.				S		S
	Will measure liquids + convert liquid measures.	4/6	4/18	Measures (liquid + dry) Scales Conversion charts.					S	
	Will measure + weigh dry ingredients + convert wt. measures.	4/15	5/2	Clock faces - models + minico.					S	
	Will tell time to quarter hr. + convert time units	5/3	5/30	Time unit charts. Transparencies Digital + standard clock.					VS	

Distribution: Copy 1 - Parent(s) Copy. Confer with parents during plan development.
Copy 2 - Teacher's Copy. When pupil changes schools or completes plan, file in Cumulative Folder
Copy 3 - Progress report copy. Updated with copy 2, and sent to parent(s) quarterly.

VS - very satisfactory U - unsatisfactory I - insufficient attendance
S - satisfactory

Intervention Strategy Recommendations Counseling + guidance; further emotional assessment. Referral to VRS in High School. Academic remediation recommendations (Report of Testing 4, 5+6); Refer to Interpretation + Remediation Manual (Proposed) WISC sections on Picture Arrangement, Block Design or Object Assembly; Mobile Reading Plan Level 12 (3^2); Key Math Assessment for math objectives. Impart information through auditory channel. tapes, lecture, discussion and multisensory materials) while remediating visual perception deficit.

Description of special media essential for program implementation

PRESCRIPTIVE PLAN (Prioritized Annual Goals and Quarterly Enabling Objectives):

GOALS AND ENABLING OBJECTIVES — Susan will:	Dates Proj. Begin	Dates Proj. Mastery
A) Reach 4' reading level by mastery Critical skills of 3^2 level Mobile Plan	9/77	5/78
1. (Quarterly objectives will be coded when		
2. revised version of Mobile Reading Plan becomes		
3. available in Sept., 1977)		
4.		
B) Use Dolch + content area words correctly in speaking + writing	9/77	5/78
1. Make grammatically correct oral sentences using these words		
2. Make correct, legible written sentences using these words		
3. Spell Dolch + content words correctly in oral + written form.		
4. Match written Dolch + content word definitions with words.		
C) Master + utilize addition, subtraction, multiplication facts	9/77	5/78
1. Say + write basic addition facts with 100% accuracy.		
2. " " " " subtraction " " " "		
3. " " " " multiplication " " " "		
4. Solve word problems using basic math facts + processes		
D) Use common measurement tools and units.	9/77	5/78
1. Measure in inches, feet + yards + convert.		
2. Measure liquids + convert liquid units		
3. Measure + weigh dry ingredients; convert weights		
4. Tell time to quarter hour		

GOALS AND ENABLING OBJECTIVES — Susan will:	Dates Proj. Begin	Dates Proj. Mastery
(E) Improve self knowledge + peer relationships	9/77	5/78
1. Become aware of positive personality traits		
2. Conduct self evaluation + improvement plan.		
3. Participate in cooperative class projects.		
4. Gain experience in discussion, listening + speaking.		
(F) Discuss + demonstrate pers. grooming + health skills.	9/77	5/78
1. Discuss + practice care of skin, hair, nails + teeth		
2. " importance of rest, exercise, proper diet		
3. " + practice selection + care of clothing		
4. Discuss + practice basic first aid procedures		
(G) Improve homemaking skills by:		
1. Planning balanced breakfast, lunch + snack menus.		
2. Preparing a " " " " "		
3. Practicing routine housekeeping chores.		
4. Constructing a simple garment such as an apron.		
(H) Increase vocational awareness by:		
1. Discussing importance of + listing rewards of work.		
2. Classifying jobs presented by skills + interests.		
3. Listing + defining words describing job qualifications.		
4. Listing, defining + discussing qualities of good employees.		

OBJECTIVE CRITERIA & EVALUATION PROCEDURES TO DETERMINE ACHIEVEMENT OF GOALS & OBJECTIVES: (Check & list)

Measurable academic & behavioral objectives & goals ✓; observe & record behavior changes against baseline data ✓; Pre & Post Testing ✓; Other (List & describe briefly) Self evaluation (pre + post) using a self concept inventory.

Schedule for Determining Progress: Annual review by Admission, Review & Dismissal Committee __; Formal Psychometric Reevaluation in accordance with Mobile & Alabama Special Education Plan Requirements ✓; Quarterly Review by Program Implementers ✓; Other Recommended (List & describe briefly)

Personnel Responsible for Implementation of this Individualized Education Program (Name and Job Title): Mr. Brown, Ms. Green, Special Ed. Teachers; Mr. White, Counselor; Mr. Black, P.E. Dept

APPROVED BY:

Parent(s) Samuel South
Sarah South

Psychometrist Janet West

Date of A.R.D. Committee Staffing 5/20/77

ADMISSIONS, REVIEW & DISMISSAL COMMITTEE (Include Implementers)

William Blue, Ass't. Principal + Committee Chairman
Robert Brown, Spec. Ed. Teacher + implementer
George White, Counselor + implementer
Phyllis Orange (referring teacher)

Distribution:

Copy 1 - To referring school with Psychometric Evaluation Report; after staffing, to Cumulative Record Folder
Copy 2 - To Special Education Coordinator

SPE
IEP-01

MOBILE COUNTY PUBLIC SCHOOLS
Special Education Department

DATE: _____

TOTAL SERVICE COMPONENT: Individualized Education Program for: Susan South D.O.B. C.A. 14.0

SCHOOL Middle School Grade &/Program 7th Regular Program Student Number _____

PRESENT LEVEL OF FUNCTIONING:

Vision Screening:	Hearing Screening:	Speech/Language Evaluation;	Medical Evaluation:
Date 12/20/76	12/20/76	None on file. Should be	2/17/77 - Gen. health good;
Findings R 20-20; L 20-30	Normal limits	scheduld. during	10 lbs. overweight; allergic
Both 20-20		May, 1977	to penicillin.
Examiner N. North, School Nurse	N. North, School Nurse		T. East, M.D.

PSYCHOLOGICAL EVALUATION(S): (report of most recent attached)

Test or Technique Used	Date	Results
WISC (prorated)	5/20/74	VIQ-80; PIQ-74; FSIQ-75
Bender Motor Gestalt	"	
HTP + Observation	"	Perceptual Immaturity
WISC	2/18/77	V-64; P-55; FS-55. MA. 7:09
Bender Motor Gestalt	"	Vis. Perceptual Motor deficits
HTP	"	Emot. immaturity, dependency, (see report of testing)

EDUCATIONAL ASSESSMENT(S): (report of most recent attached)

Test or Technique Used	Date	Results
Durrell Reading	5/20/74	Low 5th content + word recognition
		3rd gr. - speed + comprehension
PPVT	"	I.Q. - 79
Durrell	2/18/77	3rd gr. - oral compr.; high 4th -
		basic sight vocab; 3rd grade
		listening comprehension.

ADAPTIVE BEHAVIOR:
Social Adaptation Age level - 6 yrs. 8 mos. Problem area - bedwetting
Psychomotor Skills Age level - 6 yrs. 10 mos.
Self-Care Skills Age level - 10 yrs. 2 mos.
Prevocational/Vocational Skills Age level 7 yrs 6 mos.

RELATIVE EDUCATIONAL STRENGTHS (Assets):
Reading skills appropriate for m.a.
Association of abstract ideas above m.a. expectancy
Language usage appropriate for m.a.

RELATIVE EDUCATIONAL WEAKNESSES (Deficits):
Visual perception; sequencing (visual); visual organization; part to whole perceptions Use of processes of addition, subtraction + multiplication hampered by need to memorize basic math facts.

EDUCATIONAL PROGRAM AND SERVICE NEEDS (incl. type Phys. Ed. Program; regular program activities):

	Hrs. per wk.	Beginning	Projected Duration
EMR Program w/ selective mainstreaming, OJT in high school.	24	Sept., 1977	to graduation
Regular P.E. reinforced by visual motor activities in spec. class.	5	present	to graduation
Guidance + Counseling (Guidance Counselor, Middle School; VRS in high school	2	present	"
Regular class home room assignment.	2	present	"

REASONS LESS RESTRICTIVE PROGRAM NOT PRESENTLY POSSIBLE: performing in line with M.A. but 5 grades below grade placement in regular, after having repeated 1 grade. Should not, at present, continue to be subjected

GLOSSARY OF TERMS

ADAPTIVE BEHAVIOR

" the effectiveness or degree with which the individual meets the standards of behavior and social responsibility expected of his age and cultural group."(1)

Impaired or deficient adaptive behavior is characteristic of the mentally retarded along with subaverage general intellectual functioning.

A.R.D.C.

Admissions, Review and Dismissal Committee (formerly called Placement Committee) which is charged with the responsibility of making placement and educational program recommendations for exceptional children.

BEHAVIORAL OBJECTIVE

A measurable instructional objective which states, in performance terms, that which the learner is expected to achieve.

CRT

Criterion Referenced Test. An assessment designed to determine the skill level of the learner. Criterion referenced tests are valuable in determining instructional needs.

I.E.P.

Individualized Education Programs also used to denote Individualized Education Prescription and Individualized Education Plan.

LEAST RESTRICTIVE ALTERNATIVE

That choice of educational settings closest possible to a regular classroom, while appropriate to meet the instructional needs of a handicapped child.

MODALITY

Sensory channel through which perception and learning take place. (Visual, auditory, tactile, kinesthetic, olfactory, gustatory.)

N.R.T.

Norm Referenced Test - A comparative assessment designed to measure the performance of a pupil or group of pupils against a normative sample.

(1) Manual on Terminology and Classification in Mental Retardation, 1973 Edition, American Association on Mental Deficiency Special Publication Series No. 2, Editor, Herbert J. Grossman, M.D.